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BOSTON UNIVERSITY SCHOOL OF EDUCATION

HIGH MORALE CLASSROOMS IN THE SUBJECT
PREFERENCE STUDY

A Phase of the Research Project
Subject Preferences of Fifth-Grade
Children

Submitted by

George H. Englesby (B.S., in Education, Boston University, 1940)

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
August 1948

Boston University
School of Education

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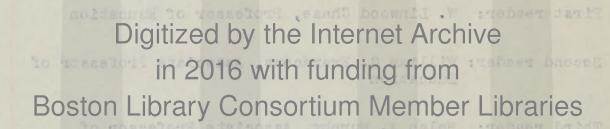
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First reader: W. Linwood Chase, Professor of Education

increative study is which a sucher of graduate abstants

Second reader: William C. Kvaraceus, Associate Professor of Education

Third reader: Helen A. Murphy, Associate Professor of Education



Subject Preferences of Fifth Grade Children

"Subject Preferences of Fifth Grade Children" is a cooperative study in which a number of graduate students have contributed to the total research project. It was facilitated through the cooperation of the New England School Development Council. This thesis is one of the studies in the project. Those completed and filed as graduate studies in June and August, 1948 were:

- 1. Subject Preferences in the Fifth Grade by Helen C. Blanchard
- 2. The Reliability of the Check List Used in the Study by Francis L. Thompson
- 3. An Analysis of Sex Differences in Fifth-Grade Children's Preferences for School Subjects by Eleanor M. Skahill
- 4. Preferences for Content, Skills, and Aesthetic Subjects in Five Communities by Ado Commito
- 5. Children's Evaluation of the Difficulty of Well-Liked School Subjects by Katherine M. Kinsley
- 6. Children's Evaluation of the Difficulty of Disliked School Subjects by Esther M. Sullivan
- 7. An Analysis of Fifth-Grade Pupils' Subjects Preferences in Relation to Their Teachers' Preferences by Helen M. Sprague
- 8. High Morale Classrooms in the Subject Preference Study by George H. Englesby
- 9. An Analysis of the Influences of Intelligence and Age Differences Upon Fifth-Grade Children's Preferences for School Subjects by William L. Earley, Jr.

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- 9. An Analysis of the Influences of Intelligence end

- 10. An Analysis of the Influence of Achievement on Preference for Reading and Arithmetic by Mary E. Cusack
- 11. Differences in Subject Preferences of High-Achievement Readers and Low-Achievement Readers by George H. Gardner
- 12. An Analysis of the Subject Preferences of 3,403
 Third, Fourth, Fifth, and Sixth Grade Pupils in the Public Schools of Quincy, Massachusetts by Francis
 D. Mills
- 13. Techniques and Practices Used in Twenty Social Studies Classrooms by William A. Wolffer

- 10. An Analysis of the Influence of Anthewardt on Frederic by Mary E.
- and deaders and how went restance of High-Achieve-
- 12. An Analysis of the Subject Preferences of 5,405
 Thurt, Fourth, Filth, and sixth orace repils in the
 Fronts Schools of Quincy, Massacousatts by Francis
 D. Hills
 - 13. Techniques and Precides Used in Twoniy Social

HIGH MORALE CLASSROOMS IN THE SUBJECT PREFERENCE STUDY

Satisfaction and contentment are two of the highest contributing factors to good achievement. Men who are satisfied with the conditions under which they work, usually produce the best results. Such is the case in our classrooms in school. If the children like the conditions under which they work, and are satisfied and happy in the situations in which they find themselves, they usually produce their best work. It is understood, by the writer, that a high morale classroom is a room in which the children are happy and like the work which they are studying. The conditions and atmosphere of a high morale classroom are conducive to fine results. Children working under these conditions have a greater interest in their work and strive to attain the highest results possible. In this study the quality of morale in a classroom has been determined on only one basis, that of the percentage of all subjects studied by all the children which have been checked by them as "like very much".

Since there has been no other study done along these lines on this grade level, there is no study of previous research with direct bearing on this particular problem.

Selection of Data and Method of Procedure .-- More than

HIGH MORALE CLASSROOMS IN THE SUBJECT PREFERENCE STUDY

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thirteen thousand, three hundred questionnaires containing a full list of subjects studied in the fifth grade, were submitted to children in sixty-five towns and cities throughout New England. On these questionnaires the child was asked to express his first, second, and third choices of preference for subjects. He was also asked to signify whether he liked a subject very much, or whether he disliked the subject, or whether he neither liked nor disliked the subject. He was also given the opportunity to tell whether he found the subject easy or hard. All of these answers were checked and the results tabulated.

In this total study, five hundred and sixty-one classrooms were considered. Three classrooms could not be used
in the study reported in this chapter since only first,
second and third choices were marked with no opinion
expressed on the remaining subjects studied in the classroom.

In this chapter, the writer is dealing only with the number of subjects that the child expressed a liking for. The total number of liked subjects were compiled for each classroom and were compared with the disliked subjects and also those subjects which were neither liked nor disliked. This was done on a percentage basis by finding the percentage that the total liked subjects were of the combined total of liked, neither liked nor disliked, and disliked subjects as checked by all the children in each individual classroom.

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The percentage of likes in each classroom were tabulated and tables to show these results were built. On these tables each town was designated by a town code number, and the total number of classrooms in each town was listed. Table I was divided into seven different percentage columns with a total range of from 25 per cent to 100 per cent. In this table, the number of classrooms falling in each per cent range, according to the percentage of liked subjects, were recorded in parenthesis, while below this figure, the percentage of classrooms in the town falling within this range was recorded.

The modal range of liked subjects is the 60-69.99 per cent category. In Table II, the number of classrooms for each town falling below the modal range, within the modal range, and above the modal range was recorded within parenthesis. Beneath this figure was recorded the percentage of classrooms of the entire town falling below the model range, within the modal range, and above the modal range.

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TABLE I

NUMBER OF CLASSROOMS AND PERCENTAGES OF CLASSROOMS IN EACH TOWN CLASSIFIED ACCORDING TO THE PERCENTAGE OF SUBJECTS CHECKED BY THE CHILDREN AS LIKED VERY MUCH

		Su	bjects	liked v	ery muc	h in th	e class	room
Town	No. of	Per	Per	Per	Per	Per	Per	Per
Code No.	Class- rooms	cent 25 -	cent	cent	cent	cent	cent	cent 90 -
110	1 001113	39.99	49.99	59.99	69.99	79.99	89.99	100
(1)	(2)	(3)	(4) (1)	(5) (1)	(6)	(7)	(8)	(9)
1	2		50	50	(1)			
2	1			eq eq	ìoó	(1)		
3	1		-	(3)	1391	ìoó	(4)	
4	3		61	100 (4)	(2)	18	8	
5	5		(1)	80 (1)	20	67		
6	2	-3	50 (1)	50	(1)	39		
7	2		50	(2)	50	(1)	(1)	
8	4		49 149	50		25	25	
9	1			100	(11)	(3)	(1)	
10	21			28.57	52.38	14.29	4.76	
11	1			(1)	(2)		100	
12	4		(1)	25	50	78	25	
13	1		100		(2)	-		
14	2		(2)	(5)	100	(4)	721	
15	22		9.09	22.73	50	18.18	(1)	00 on 00
16	2		33	67	/1)	50	50	
17	1				199	55.67	15,67	

NUMBER OF CLASSHOOMS AND PERCENTAGES OF CLASSROOMS IN EACH TOWN CLASSIFIED ACCORDING TO THE PERCENTAGE OF SUBJECTS CHECKED BY THE CHILDREN AS LIKED VERY MUCH

221226		ue Su	zdoej d	Devil.	ery muc	id al ak	esels el	Moor
	10 . OF	Per	Por	Per	203		Per	Per
code	-sealo		cent	daes	Jaso		dues	cent
* ON	nooms	- 88	-04	- 08	- 08	- 07	- 08	- 08
		86.68	49,99	66.69	66.69	56*65	66.68	
(I)	(2)	(3)	(4)	(5)	(8)	(7)	(8)	
Ţ	8	~-	50	50	(1)			
S	I			gard mine	TOO	(1)	mi mx	
3	Ţ			(8)		100		
4	3				(2)		~ ~	** *
	3		(1)	(4) 80 (1)	20			
9			50	50	(1)			
4	8	and seed		(8)		(I)	(1)	du en es
		~ ~	-	(1)				
	I	-		100	(11)	(8)	(1)	
10	21			28.67	00.20	14.29	4.76 (1) 100	-
TI	I			(1)	(8)		(1)	
			(1)					
1.5					(2)			
14			(8)	(5)	(11)	(4) 18.18		426
1.5			80.8	28.73		(1)	(1)	
17	2				183	00	08	

TABLE I (continued)

		Su	bjects	liked v	ery muc	h in th	e class	room
Town Code No.	No. of Class- rooms	Per cent 25 - 39.99	Per cent 40 - 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 -
(1)	(2)	(3)	(4) (6)	(5) (15)	(6) (25)	(7) (13)	(8)	(9)
18	59		10.17	25.42	42.37	22.04	(1)	*****
19	5			40 (3)	40 (1)		20 (1)	
20	5	40 40		60	20 (1)		20	40 47 40
21	2	40 NA		50 (3)	50 (1)			
22	4		(3)	75 (20)	25 (39)	(17)	(4)	
23	83		3.61	24.10 (3)	46.99	20.48	4.82	
24	6	(1)	33.33	50 (8)	(1)	16.67		mp on to
25	13	7.69	7.69	61.54	7.69	15.39		
26	7			42.86	42.86	14.28	(1)	
27	2			50 (1)	100	(2)	50	
28	3		(1)	33.33	(2)	66.67		
29	9		11.11	66,67	22.22	01.71		300 ore 000
30	1		7 60	100	53.85	75 70		40 00 00
31	13		7.69	23.08 (1) 100	20.00	15.38		
33	2		(1) 50	(1) 50	41,45	22,22		
34	11			(2) 18.18	(3) 27.27	(4) 36.37	(2) 18.18	
35	30	80	(1) 3.33	(14) 46.67	(13) 43.33	(2) 6.67	20.10	
36	6				(4) 66.66	(1) 16.67	(1) 16.67	
					(2)			

-				-				-
	sasia e	dd al d	our wie	lilled v	bjects	TIS ST		
Per		789		Per	Par	Tel	No. of	
			dres		dent		Class-	
7 06	- 08	- 07	- 03	50 -	40 -	- 88	POOMS	No.
1.00	80.88	86.62	88.88	88.88	66.65	09.95		
(8)		(13)	(8)	(5)	(4)	(8)	(8)	(1)
	(1)	22.04	42137	35.32	10.17			
	20		40	40			8	19
	08	and see	20 (1)	80		20.00	5	os
		~ ~	50 (1)	50		***	8	IS
	(4)	(17)	25 (39)	75 (20)	(3)		4	22
	4.82	84.08	46,99	24.10	3.61	~~	83	
		(5) 18.87 (1)	(1)	50	33.53	(1)		
	Me as	15.39	7.69	61.54	69.7	7.69	13	25
	(1)	14.28	42.86	42.86				
	08	(2)		50			2	
	~ ~	78.88	(2)	35.35	(I)		8	
	one that		85.88	89.67	11.11			
	~ =			100	100 000	~ ==		
	41.00	15.38	55.85	23.08	7,69	200 800		21
		~**		100	(2)	~=	T	
	(B)	(A)	(3)	25.08 (1) 100 (1) 50 (2) 16.18 (14) 46.67	50	that got		33
	18.18	(4) 36.37 (2) 8.67	(3) 27.27 (13) 43.35	18.18	(1)	~ ~		
	(1)	8.67	43.55	46.67	5.35			35
00 TH 00	16.67	78.3	aa. aa	-	-			

TABLE I (continued)

			Subject	s liked	l very n	nuch in	the cla	assroom
Town	No. of Class-	Per	Per	Per	Per	Per	Per	Per
No.	rooms	25 - 39.99	40 - 49.99	50 - 59.99	60 - 69.99	70 - 79.99	80 - 89.99	90 -
(1)	(2)	(3)	(4)	(5)	(6) (3)	(7)	(8)	(9)
37	4		(1)	(20)	75			
3 8	31		(1) 3.23	(16) 51.61	(11) 35.48	(3) 9.68	mp 000	MD 110 110
39	9			(5) 55.56	(3)	(1)	(1)	
40	9		22.22	(1)	(4) 44.45 (1)	22.22	10 00	
41	1				100			
42	2		· ·	(2)	100	***	∞→	
43	4		00 E0	(1) 25	50		(1) 25	
44	2			(4)	100			esp esp esp
45	24			(4) 16.67	(17) 70.83	12.50		
46	1					(1)		00 TO 00
47	6			(2)	(4) 66.67			
48	4		37	(2)	(1) 25	(1) 25		
49	17			(1) 5.88	(4) 23.53	(11) 64.71	(1) 5.88	
50	3			(1) 33.33 (3)	(2) 66.67 (6)	(3)		60 to 10
51	12		(2)	(3) 25 (1)	50 (4)	25 (2)		40 co 40
52	9		(2)	11.11	44.45	22.22		
53	1	(1)		(7)		100	***	
54	2	(1) 50		(1) 50				49 49 kg
55	3		(2) 66.67		(1) 33.33			
56	1	MD 000			(1) 100	***		

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MOOTERE	tin end	nt down	Adea p	exili ad	Sub, jec			
709		Per	Per	Per	Per		30 .01	Town
		cent	ines	dent		cent	Class-	
cent	- 08	70 -	- 08	- 03	- 04	- GS		No.
- 08	86.68	79,99	89.99	59,99	49.99	59.99		
100	(8)	(7)	(8)	(5)	121	(3)	(8)	(1)
	u- 000		(3)		(1)			24
		(8)	(11)	(18)	(I)			
60 en en		9.68	35,48	51.61	3,23	*****	51	
		11.11	33.33	55.56		and 200		
		101	(4)	(1)				
		88.88	(4)	11.11	88.88	21 50		
W 40 M	m	20.00	177					
			100	Name (ADN)		and 940	1	41
ma era 1908			(3)					
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		all text	50	65				
			(8)		-			44
ar == 66	\$1.00		100	161	qui dem			
			(17)	(4)				45
~~~		03.81	70.83	16.67				0.
		(I)					1	
	-	100						
			(4)	(8)				
			66.67	55.55	2m ma			1.00
		(I)	(I)	(2)				84
-				50				04
	(1)	(11)	(4)	(L)				
	5.88	84.71	23.53	88.8			7.1	49
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TABLE I (concluded)

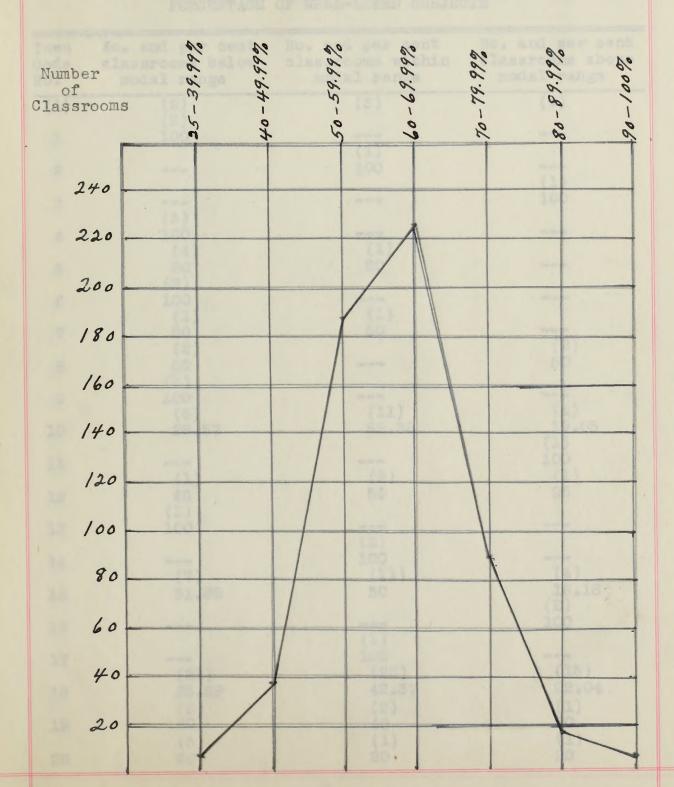
		Su	bjects	liked v	very muc	h in th	e class	room
Town Code No.	No. of Class- rooms	Per cent 25 - 39.99	Per cent 40 - 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 -
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
57	2			50	(1) 50		6	
58	2		(1)	 (4)	(1) 50 (7)	(2)	(1)	50
59	15	may 1400	6.67	26.66	46.67	13.33	6.67	
60	23	~~	8.70	(13) 56.52 (6)	17.39 (2)	(5) 13.04		(1) 4.35
61	9		11.11	66.67	22.22	***		80.99
62	1		(2)	(7)	100		20 ***	
63	11		18.18	63.64	22.22			40 TO
64	1		(1)	100 (7)	(6)	(1)		
65	15		6.67	46.66	40	6.67	***	
Total	srooms:	2	37	189	224	89	18	2
Per c	ent:	•36	6.59	33.68	39.93	15.86	3.21	•36

Per 90 - 90 -	Per subs 80 - 89.88	Per cent 70 - 79.99	Per cent 50 - 59.99	Par oent 50 - 50 -	707 dent 40 -	707 0000 25 -	No. of Olass-	ebo ebo
(8)	(8)	(7)	(a) (I)	(5)	(±)	(8)	(8)	(I
(1)			(1)					
	(1)	(9)		(4)	(1)			
(1)	0.67	13,85	20.05	26.66	6.87		15	
6.6		10.00	17,38	(13)	(8) 07.8		25	
			22.22	60.67	11.11		6	1
	81 ma		100				1	
			\$8.88	(7)	(8)	00° mm		
~~	MR 44		F1 000	100	000 tops		1	
		8.67	(9)	(7)	(1)		3.5	
	18	98	488	189	37	2	srooms:	Isto
8.	5.21	20.05	39.95	35.68	82.5	88.		

CHART I

DISTRIBUTION OF CLASSROOMS ACCORDING TO THE

PERCENTAGES OF WELL-LIKED SUBJECTS



DISTRIBUTION OF CLASSHOOMS ACCORDING TO THE

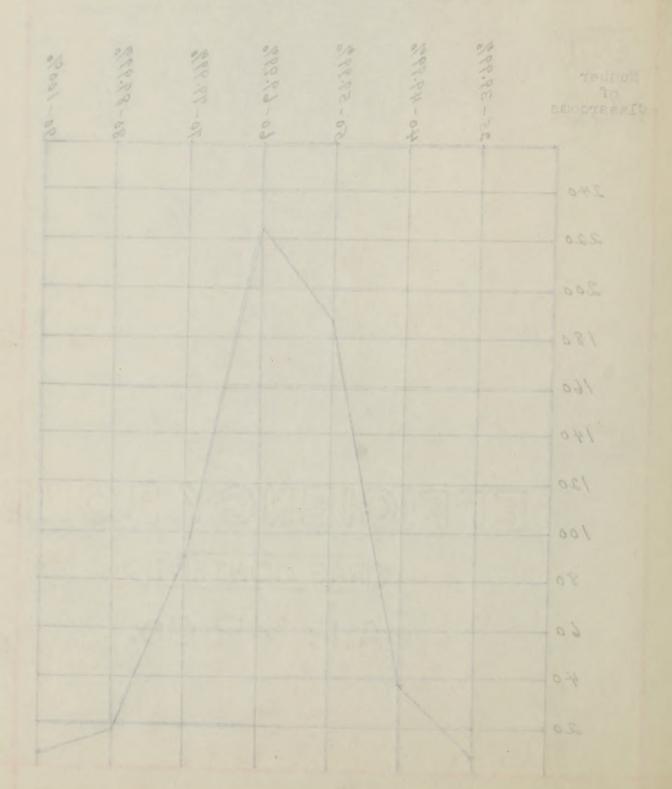


TABLE II

THE NUMBER AND PERCENTAGE OF CLASSROOMS IN EACH TOWN FALLING BELOW, WITHIN, AND ABOVE THE MODAL RANGE OF PERCENTAGE OF WELL-LIKED SUBJECTS

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
1	(2) 100	es) maj est	
2		(1) 100	
3	40 M M		(1) 100
4	(3) 100	00 00 M	on an as
5	(4) 80	(1) 20	did on us
6	(2) 100	no on do	on au thi
7	(1) 50	(1) 50	as as at
8	(2) 50		(2) 50
9	(1) 100		
	(6)	(11) 52.38	(4)
10	28•57	02,00	19.05 (1)
11	(1)	(2)	100 (1)
12	25 (1)	50	25
13	100	(2)	
14	(7)	100 (11)	(4)
15	31.82	50	18.18
16	000 are 000	(1)	100
17	(21)	100 (25)	(13)
18	35.59	42.37	22.04
19	(2) 40	(2) 40	(1) 20
20	(3) 60	(1) 20	(1) 20

II HERAT

THE MINISH AND PERCENTAGE OF CLASSROOMS IN EARLY TOWN PALLING RELOW, WITHIN, AND ABOVE THE MODAL RANGE OF PERCENTAGE OF WELL-LINED SUBJECTS

No. and per dent classrooms above	the red bea out nithin amcoreasto model renge	No. and par cent classrooms below model range	Town Tode Vo.
(3)	(8)	(S) (S)	(1)
	pas has one		I
	100		
(2)			
	w		
		(3) (4) (2) (4) (10) (1)	
gree read and	7.5		
	20 (1)	(8)	
		000	8
<b>∞</b> → ∞	(I)	121	0
		OA.	4
(2)			,
	pm an an	08	
		88.64 (9) 001 (1) 90 (3)	
ting test plant		100	6
(4)	(11)	(a)	
(4) 19.05 (1) 100 (1) 25	62.38	78.88	10
(1)			
100			11
(I)	(2)	(1)	
		100 (1) 52 (1)	SI
	707		1.3
	VDI		
/ A.\		771	
18.18	(8) 100 (11) 50	31.82	15
		40.20	52
100	the set the		
			16
	2.00		
(13)			
20.92	42.87	35.59	18
		(S)	
			3.9
(13) 22.04 (1) 20 (1) 20 (1)	(1) 100 (25) 42.87 (2) 40 40 (1)	(S1) 35.59 (S) 40 (S) 80	
	98		

TABLE II (continued)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
21	(1) 50	(1) 50	
22	(3) 75 (23)	(1) 25 (39)	(01)
23	27.71 (5)	46.99	(21) 25.30 (1)
24	83.33	est est est	16.67
25	(10) 76.92	(1) 7.69	(2) 15.39
	(3)	(3)	(1)
26	42.86 (1)	42.86	14.28
27	50	44 44 48 T	50
28	(1)		(2)
20	33 <b>.</b> 33 (7)	(2)	66.67
29	77.78	22.22	
30	(1) 100	55	465
00	(4)	(7)	(2)
31	30.77	53.85	15.38
32	(1) 100	esp end end	and over out
	(2)		
33	100 (2)	(3)	(6)
34	18.18	27.27	(6) 54.55
	(15)	(13)	(2)
35	50	43.33 (4)	6.67 (2)
36	and and case	66.67	33.33
37	(1) 25	(3)	The second
37	(17)	75 (11)	(3)
38	54.84	35.48	9.68
39	(5) 55•56	(3) 33 <b>.</b> 33	(1) 11.11
	(3)	(4)	(2)
40	33.33	44.45	22.22
41	360 FE FE	(1)	

#### (bemilinos) II EISAT

inso ten bus .oN avode amoresalo egunt labom	eleasrooms within		Pown Sode
(2)	(3) 50 (1) (1) 25	(2) (A) (A) 50 (5) 75	
	50		
(21)	(88)		
25.80	46.90	27.71 (5) (5) 85.35 (10) 76.92 (3) 42.85	25
16.67	(1)	88.33	
15.39	(1) 7.69 (3) 42.86	\$6.07	
15.39 (1) 14.28 (1)	42.86	42.85	
00	act to me	150	27
Y8.88	(8)	\$3,33	
	(2)	77.78	
(3)	(7)		
(2)	53.85	(4) 30.77	IS
	had made gang	100	88
(8)	(5)	100	35
(6) 54.55 (2)	27.27	18.18	36
10.0	43.33	50	
(2)	66.67	(1)	
(3)	75	25	37
88.0	35.48	54.84	
(3) .0.00 (1) .11 .11 (2) .22.82	38,33	(1) 25 (17) 54.84 (5) 55.56 (8) 35.33	59
98.85	40.00 (4) 66.67 (5) 75 (11) 35.48 (3) 33.35 (4) 44.46 (4)	33.33	
	100	er er er	

TABLE II (continued)

=====			
Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
42		(1) 100	
43	(1) 25	(2) 50	(1) 25
44	m) na m)	(2)	00 00 to
45	(4) 16.67	(17) 70.83	(3) 12.50
46		M 10 10	(1) 100
10	(2)	(4)	200
47	33.33	66.67	(1)
48	(2) 50	(1) 25	25
49	(1) 5.88	(4) 23.53	(12) 70.59
	(1) 33 _• 33	(2)	1000
50	33 _• 33 (3)	66.67	(3)
51	25 (3)	50	25
52	(3) 33.33	(4) 44.45	(2) 22.22
	Statisticalities, to 10,43	par and of the bat	(1) 100
53	(2)		100
54	100 (2)	(1)	and mig has
55	66.67	33.33	my on set
56	C Pro Daniel Laboratoria	100	er obet - 21teg
57	(1) 50	(1) 50	-
58		(1) 50	(1) 50
	(5)	(7)	(3)
59	33.33 (15)	46.67 (4)	20 (4)
60	65.22	17.39	17.39
61	(7) 77•78	(2) 22.22	68 19 69
62		(1) 100	PM 414 128-75

#### (Leanidnes) II (Juntined)

No. and per cont classrooms above modal range	No. and per cent elemencome within model runge	No. end per dent classrooms below model renge	ohot
(7)	(3)	(8)	(1)
Note and and		m = 10 m	
(1) 25	(2) (2) (2) (1)	(1) 25	
	(17) 100 (2)	(4)	24
(3) 12.50 (1) 100	70.85	16.67	
100	(1)	(8)	
(6)	(4) 68,67 (1) 25,67 (2) 66,67 (5) 50 (4)	(2) 55,35	4.7
(1) 25 (12) (12)	25	(3)	82
ed.ôv	25.58	(1) 5.88	4.8
(P)	va. 33	(1) 35,33 (3)	
(3) (2) (2) (2) (1) (1)	50	(3) 25 (3)	
SS. ČS	34.16	88.38	58
		((())	
	(I)	(2) 190 (2) 68,87	
No. 500	33.33 (1) 100	68,87	
Silve And Area		(£)	
(I)			
50		(8)	
(1) 50 (3) 20 20 (4) 17,39	(1) (2) (4) (4) (4) (4) (4) (4) (2) (2) (2) (2) (1)	33.33 (35) 55.23 (7) 77.78	59
17.39	17,39	65.28	
W1 847 WE	22.22	77.78	

TABLE II (concluded)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range	
(1)	(2) (9)	(3) (2)	(4)	
63	81.82 (1)	18.18		
64	100 (8)	(6)	(1)	
65	53.33	40	6.67	
Total	srooms: 228	224	109	
Per cent: 40.64		39.93	19.43	

Conclusions. Of the total number of classrooms considered two hundred twenty-eight fell below the modal range of percentage of well-liked subjects. This was 40.64 per cent of the total number. Two hundred twenty-four classrooms, or 39.93 per cent, fell within the modal range, while one hundred nine classrooms, or 19.43 per cent of the total classrooms, were above the modal range.

In the total breakdown of the group only two classrooms, or .36 per cent, had a percentage of 25-39 per cent of liked subjects, while thirty-seven classrooms, or 6.59 per cent, fell into the 40-49 category. One hundred and eighty-nine classrooms, or 33.69 per cent, fell in the 50-59 per cent bracket, while two hundred and twenty-four classrooms, or 39.93 per cent, fell into the modal group of 60-69 per cent. Eighty-nine classrooms, or 15.86 per cent, were in the 70-79

evoda moonanto	No. and per cent classroms within model range	woled amountable	Code
(4)	(8) (8) 18.18	100 (1) 100 (1) 81.88 (9)	65 54 65
TOS	29.93 39.93	rooms: 228	Par co

conclusions. Of the total number of classrooms considered two inundred twenty-elght fell below the model range
of parcentage of well-liked subjects. This was 40.64 per cent
of the total number. Two hundred twenty-four classrooms, or
berbaud eno ellaw, egunt fabon the model range, while one hundred
nine classrooms, or 13.45 per cent of the total classrooms,
were above the model range.

In the total breakdown of the group only two classrooms, or .36 per cent, had a percentage of 25-38 per cent of liked audjects, while thirty-seven classrooms, or 6.58 per cent, fell into the 40-49 category. One hundred and eighty-sine classrooms, or 55.68 per cent, fell in the 50-58 per cent bracket, while two hundred and twenty-four classrooms, or 58.85 per cent, sell into the model group of 60-68 per cent.

per cent bracket, and eighteen rooms, or 3.21 per cent were placed in the 80-89 per cent group. Only two classrooms, or .36 per cent, were in the 90-100 per cent category.

The size of the classroom did not seem to have any bearing on its morale as measured here, for we find high morale classrooms with a large number of children in some instances while in others the number of children were small.

There seemed to be very little effect produced by the size of the towns, because the writer found the distribution to be about the same in proportion in small towns as in large cities.

The fact that whether a man or woman teacher had any effect on high morale classrooms could not be judged by this study, as there were few men teachers in the total rooms considered.

Further studies. The writer would suggest that a further study might be made on this subject of high morale classrooms as here considered in relation to the kind of supervision carried on in the various cities and towns. The amount of professional training of the individual teachers is another factor that might be worthy of further study in relation to children's liking for school subjects.

per cent bracket, and eighteen rooms, or 5.21 per cent were placed in the 80-89 per cent group. Only two classrooms, or .56 per cent, were in the 90-100 per cent category.

The size of the classroom did not seem to have any bearing on its morale as measured here, for we find high morale classrooms with a large number of children in some instances while in others the number of children were small.

There seemed to be very little elies produced by the distribution in the distribution to be about the same in proportion in small towns as in large of ties.

The fact that whether a man or woman teacher had any effect on high morele classrooms could not be judged by this atudy, as there were few men teachers in the total rooms considered.

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